

DOCUMENT RESUME

ED 197 107

CE 027 676

AUTHOR Ryan, Thomas P.
TITLE Classroom Supplementary Career Education Materials.
INSTITUTION Appalachia Educational Lab., Charleston, W. Va.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE [72]
NOTE 139p.
EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Behavioral Objectives: *Career Education; Economic Factors: Elementary Education: Instructional Materials: Learning Activities: *Relevance (Education): Self Evaluation (Individuals): Values: *Values Clarification: *Work Attitudes: *Work Environment

ABSTRACT

Designed for use by upper elementary, middle school, and junior high school students, this collection of career education units contains learning activities to help students (1) see the tie between careers and such factors as skills, abilities, and school subjects and (2) begin a sequential curriculum that will allow them to have a better understanding of themselves, their future, and their career options. The twelve units of materials provided for use at the upper elementary level contain interest inventories, exercises on the relevance of academic subjects to careers, and self-assessment exercises that require students to evaluate their feelings about personal security, avoiding risks, physical surroundings, leadership, interpersonal relationships, and physical demands. The thirteen units provided for use by middle school students contain material for class discussions on such aspects of work as economic rewards, individual responsibility, status, achievement, honesty, and independence. What businesses do and adapting to work situations are also covered. The third level of activities, for the junior high school level, consists of fourteen units of discussion materials on such aspects of careers as emotional climate, recognition, variety, creativity, and economic security. Finding a job, training and education, work benefits, and labor unions are also covered. (MN)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
* *****
ERIC
Full Text Provided by ERIC

CLASSROOM SUPPLEMENTARY CAREER EDUCATION MATERIALS

Developed by:

Thomas P. Ryan
Appalachia Educational Laboratory
P. O. Box 1348
Charleston, West Virginia 25325

Under Contract with:

National Institute of Education
Department of Health, Education and Welfare

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

TABLE OF CONTENTS

	<u>Page</u>
LEVEL 1 SUGGESTED TEACHER ACTIVITIES.	1
Purpose.	1
Process.	1
Materials.	1
Procedures--Unit 1	1
Procedures--Unit 2	3
Procedures--Unit 3	3
Procedures--Unit 4	4
LEVEL 1 STUDENT MATERIALS	5
Unit 1: What Subjects Do You Like?.	6
Unit 2: What Kind Of Job Would You Like?.	7
Unit 3: What Do You Like To Do?	9
Unit 4	11
Unit 5: The Value of Personal Security in a Job	12
Unit 6: The Value of Avoiding Risk in Choosing a Job.	14
Unit 7: The Value of Physical Surroundings in a Job	16
Unit 8: The Value of Physical Facilities in a Job	18
Unit 9: The Value of Leadership	20
Unit 10: The Value of Interpersonal Relations in a Job.	22
Unit 11: Physical Demands of a Job.	27
Unit 12: Physical Conditions on the Job	33
LEVEL 2 STUDENT MATERIALS	39
Unit 13: The Value of Economic Rewards in a Job	40
Unit 14: The Value of Individual Responsibility	43

TABLE OF CONTENTS, cont'd.

	<u>Page</u>
Unit 15: The Value of Status or Prestige in a Job	45
Unit 16: The Value of Advancement in a Job	47
Unit 17: The Value of Achievement in a Job	49
Unit 18: The Value of Intellectual Stimulation in a Job.	51
Unit 19: The Value of Justice in a Job Situation	53
Unit 20: The Value of Honesty in a Job	60
Unit 21: The Value of Independence in a Job.	65
Unit 22: What Businesses Do.	71
Unit 23: Ideas, People, or Things?	73
Unit 24: How Important are Other Workers' Attitudes?	77
Unit 25: Adapting to Work Situations	79
LEVEL 3 STUDENT MATERIALS.	83
Unit 26: The Value of Involvement with People on the Job	84
Unit 27: The Value of the Emotional Climate of a Job	86
Unit 28: The Value of Helping People on a Job.	88
Unit 29: The Value of Recognition.	90
Unit 30: The Value of Variety on a Job	92
Unit 31: The Value of Creativity in a Job.	94
Unit 32: The Value of Beauty to a Job.	97
Unit 33: The Value of Living to Capacity	99
Unit 34: The Value of Economic Security.	102
Unit 35: Finding a Job	108
Unit 36: Training and Education.	111
Unit 37: Studying a Job in Terms of the Future	113
Unit 38: Work Benefits	115
Unit 39: Finding Out about Labor Unions.	118

LEVEL 1: UPPER ELEMENTARY

LEVEL 2: MIDDLE SCHOOL

LEVEL 3: JUNIOR HIGH

LEVEL 1
SUGGESTED TEACHER ACTIVITIES

LEVEL 1 SUGGESTED TEACHER ACTIVITIES

Purpose

There are basically two purposes for these Level 1 career education infusion units: (1) to allow students to see the tie between careers and such factors as skills, abilities, and school subjects they have done well in or have liked; and (2) in the long run, to begin a sequential curriculum that will allow them to have a better understanding of themselves, their future, and the options open to them as human beings and as workers in the economic marketplace.

Process

There are four units making up this Level of the career education infusion program. The first deals with careers and school subjects, the next two with careers and likes/dislikes, and the last is a scorecard that allows them to come to some understanding about careers vis-a-vis their own likes and their reaction to the subjects they take each day in school.

Materials

The materials you will need to use in these career education infusion units with your class are the following:

- One set of units for each student in your class.
- One set of 5 X 8 cards

On each card write one of the careers from Unit 1 as large and as dark as possible. On the back of the card place some tape so that it will stick to the chalkboard. You should use masking tape or scotch tape. We have found, however, that a tape with sticky material on one side and a magnetic base on the other gives the benefit of sticking to the chalkboard but not sticking to each other.

Procedures - Unit 1

Unit 1: (Suggested time: approximately 1 hour)

First, pass out copies of Unit 1 to each member of your class. If you believe that most of the students understand the majority of careers in the unit, you may proceed with the lesson. If not, take some time to go through the list and discuss each of the careers so that they have a good idea of what each career means in terms of the work that is done by a person working in that career.

Pass out the 5 X 8 cards with the careers written on them to members of the class. Do this randomly. Some students will complain they don't like the career they got. ASSURE THEM THAT THIS IS JUST FOR THE EXERCISE AND THAT THEY WILL SEE MORE ABOUT ALL THE CAREERS IN THIS WAY.

You may find that you have more cards than students. Give some two cards. It is important that all cards get handed out.

On the chalkboard write down each of the subject areas across the board leaving lots of room underneath. Put the headings as far to the top of the board as possible. We suggest you follow this outline:

ENGLISH MATH SCIENCE SOCIAL STUDIES PHYS. ED. ART/MUSIC

Have the students come to the board one by one. When they come to the front of the class, have them face the class and tell what career they have and what that person does. Some discussion might ensue. Let it.

Then have the student tell the class under which subject area he or she is going to place that career and why. Ask the class if they agree or disagree and why. Allow for discussion on some, none on others.

For some careers, such as chemist, both math and science may be strongly favored. Place such a career in the middle of the two subjects--that is why they are next to each other. For other careers, allow the class to vote to see under which the career goes if there is a dispute that cannot be resolved any other way. Use your own judgment.

In this way each career should be placed under one or more of the subjects.

Then, have the students copy down the entire list placing each career next to the subject on Unit 1 that it was placed under on the board. For example, chemist would be placed on the line next to math and the line next to science.

When the students have completed that, have them circle the two subjects that they like the best or do the best in on Unit 1. Then, in the spaces at the bottom of the page, have them write in all the careers under those two subjects. If they need some more room, have them use the margin or the back of the page.

Help them to see that they have just decided that certain careers need certain academic skills, and that certain courses must be mastered in school to get those skills.

Remind them, too, that there is no career on this Unit that cannot be done by either a man or a woman. Sometimes it's necessary to reinforce that concept as time goes by.

Procedures - Unit 2

Unit 2: (Suggested time: approximately 1 hour)

Begin Unit 2 as you did Unit 1, by handing out a copy of the Unit to each student. You will note that the list of careers in this Unit is identical to the list in Unit 1 so that your students should now be familiar with them.

Write the numbers of the five questions or statements on Unit 2 on the chalkboard, running across the top of the board as you did with the school subjects. You might choose to write the titles instead of the numbers depending on your personal preference. It would then look like this:

SAME THING	CHANGE VERY	PLAN WHAT WILL	WORK ALONE	OTHER PEOPLE
OVER AND OVER	OFTEN	BE DONE		

Again, hand out the cards randomly to your students, insuring that each card is handed out. Explain that this is a little harder than the last unit because they are dealing with feelings rather than subjects. Their task will be to come to the board and place the card under the statement they think describes what is done in that career. For example, under "JOBS THAT MAKE YOU DO THE SAME THING OVER AND OVER," they might put photography, accountant, bookkeeping, etc.

When you have completed that successfully, have the students place a checkmark in the space provided on the Unit (next to the number) next to those that they would like to do, and only those they would like to do.

Then have them fill out the Unit with those careers that fit into the statements that they have checked.

What they have then is a list of two or three situations they would like to work under and the careers that fit into those situations.

Procedures - Unit 3

Unit 3: (Suggested time: approximately 1/2 hour)

Unit 3 is started like the other two. Hand out a copy of the Unit to each student. You will not have to use the cards for this unit as each student should have an idea of what each career means and what they have to do with the Unit.

Have students check off on the left of the Unit all those activities they like to do. They may check one or all. Explain that it is to their best interests to check off as many as they really like and not cut down for the sake of less work.

After they have completed checking those they like, have them consult the list from Unit 1 and place those careers they think use the activities they have checked. They are to place the careers only next to those items that they have checked. Tell them to write down all the careers they can think of that will use the activity they have checked. For example, if they check "WORKING WITH COLOR AND DESIGN," they might have such careers as photographer, carpenter, interior decorator, hair dresser, tailor, signmaker, draftsmen, and antique dealer, etc.

When they have completed this activity, they will have a list of activities they like to do and the careers that use such activities in their everyday work.

Procedures - Unit 4

Unit 4: (Suggested time: 1/2 hour; may be longer as student interest and available time dictate)

This Unit is a "scoreboard" for your students on which they will record their findings on the first three units. In this way they will see some of the careers and career areas their personal choices on the first three units point to. Remind them that these are personal documents, that no two are the same because no two people in the class are the same.

The careers they have mentioned the most are the ones that might fit their interests in terms of subjects, work situations, and work activities.

Use those careers in working with the enrichment activities that follow.

The directions on the Unit itself are self-explanatory. The students are to go back and count up how many times they mentioned a particular career in each of the three units and place the total number in the line next to that career on Unit 4.

Now look at Unit 4. Your students may have mentioned one career two times, another five, another only once. Or, they might have mentioned six or seven careers three or four times.

LEVEL 1
STUDENT MATERIALS

UNIT 1

What Subjects Do You Like?

The purpose of the following exercise is to show you how school subjects are needed in various jobs.

At the end of the lines opposite each subject, write in those jobs for which the school subjects are needed. Choose only from those listed on the right side of the page.

<u>Subjects</u>	<u>Occupations</u>
English	poet
	pharmacist
	Mayor
	sporting goods salesman
	photographer
	chemist
	social worker
Science	accountant
	acrobat
	lawyer
	nurse
	carpenter
	recreation leader
	interior decorator
Social Studies	cashier
	surveyor
	secretary
	hair dresser
	composer
Math	coach
	radio announcer
	tailor
	salesman
	counselor
	real estate agent
Physical Education	signmaker
	dancer
	draftsman
	reporter
	antique dealer
	electrician
Art/ Music	actor
	farmer
	police officer

In the spaces below, write in those occupations which use the school subjects that are your favorite.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

UNIT 2 (PART A)

What Kind Of Job Would You Like?

Below you will find some things about jobs that people do. Read them carefully. If you think you would like to do a job that includes the kind of work described, put a checkmark on the line at the left.

- _____ 1. Jobs that make you do the same thing over and over. Workers who do this kind of job usually use tools and follow directions in doing their jobs. They usually repeat one act many times during the work day.
- _____ 2. Jobs in which the duties change very often. Workers who do this kind of job change what they are doing very often. They usually have to think about what they are doing or what they will be doing next.
- _____ 3. Jobs in which you plan what will be done and tell other people what to do. Workers who do this kind of job plan work for others as well as themselves and direct other people in doing their jobs.
- _____ 4. Jobs in which you have to work alone. Workers who do this kind of work are responsible for doing their job with no help. They often have to make their own decisions and decide in what way they will do their jobs.
- _____ 5. Jobs in which you have to work closely with other people. Workers who do this kind of work must work closely with other people. Often their work depends on the work of others.

UNIT 2 (PART B)

Directions: Look at those interests which you have checked on the previous page. Now look at the list of careers on this page. On the lines to the right of each interest, list those careers in which the checked interests might be important.

Careers

- | | |
|----------------------------------|-----------------------------|
| 1. poet _____ | 19. hair dresser _____ |
| 2. pharmacist _____ | 20. composer _____ |
| 3. mayor _____ | 21. coach _____ |
| 4. sporting goods salesman _____ | 22. radio announcer _____ |
| 5. photographer _____ | 23. tailor _____ |
| 6. chemist _____ | 24. salesman _____ |
| 7. social worker _____ | 25. counselor _____ |
| 8. accountant _____ | 26. real estate agent _____ |
| 9. acrobat _____ | 27. signmaker _____ |
| 10. lawyer _____ | 28. dancer _____ |
| 11. nurse _____ | 29. draftsman _____ |
| 12. carpenter _____ | 30. reporter _____ |
| 13. recreation leader _____ | 31. antique dealer _____ |
| 14. interior decorator _____ | 32. electrician _____ |
| 15. cashier _____ | 33. actor _____ |
| 16. surveyor _____ | 34. farmer _____ |
| 17. teacher _____ | 35. police officer _____ |
| 18. secretary _____ | |

UNIT 2 (PART C)

Directions: Add up how many times you wrote down each career in Unit 2 (Part B). Place the total at the right of each career. For example, if you wrote the career "lawyer" next to four checked interests in Unit 2 (Part A), you would write the number "4" next to lawyer in Part B.

UNIT 3 (PART A)

What Do You Like To Do?

Directions: Listed below are interests which people have. Please mark, with a checkmark, those interests which are important to you. Mark those things that you do well and/or enjoy doing.

- ☐ Working with numbers. _____
- ☐ Working with machines and tools. _____
- ☐ Working with your hands and body. _____
- ☐ Planning things. _____
- ☐ Organizing things. _____
- ☐ Working with color, design. _____
- ☐ Working in detail with words & numbers. _____
- ☐ Singing, playing an instrument. _____
- ☐ Studying and solving problems. _____
- ☐ Creating a great work of art
(painting or music). _____
- ☐ Having lots of power to tell
people what to do. _____
- ☐ Working in a risky job where
the demands are great but so
are the rewards. _____
- ☐ Being an expert in some career. _____
- ☐ Being a leader in charge of others. _____
- ☐ Work where I can always create
new things. _____
- ☐ Work by myself on a machine. _____
- ☐ Work where I can help make a
better world. _____
- ☐ Be famous and known by many. _____
- ☐ Work where I can teach or
train people. _____
- ☐ Make an important contribution
to the world. _____
- ☐ Work closely with other people. _____
- ☐ Work where I can help other people. _____

UNIT 3 (PART B)

Directions: Look at those interests which you have checked above. Now look at the list of careers on this page. On the lines to the right of each interest, list those careers in which the checked interests might be important.

Careers

- | | |
|----------------------------------|-----------------------------|
| 1. poet _____ | 19. hair dresser _____ |
| 2. pharmacist _____ | 20. composer _____ |
| 3. mayor _____ | 21. coach _____ |
| 4. sporting goods salesman _____ | 22. radio announcer _____ |
| 5. photographer _____ | 23. tailor _____ |
| 6. chemist _____ | 24. salesman _____ |
| 7. social worker _____ | 25. counselor _____ |
| 8. accountant _____ | 26. real estate agent _____ |
| 9. acrobat _____ | 27. signmaker _____ |
| 10. lawyer _____ | 28. dancer _____ |
| 11. nurse _____ | 29. draftsman _____ |
| 12. carpenter _____ | 30. reporter _____ |
| 13. recreation leader _____ | 31. antique dealer _____ |
| 14. interior decorator _____ | 32. electrician _____ |
| 15. cashier _____ | 33. actor _____ |
| 16. surveyor _____ | 34. farmer _____ |
| 17. teacher _____ | 35. police officer _____ |
| 18. secretary _____ | |

UNIT 3 (PART C)

Directions: Add up how many times you wrote down each career in Unit 3 (Part B). Place the total at the right of each career. For example, if you wrote the career "lawyer" next to four checked interests in Part A, you would write the number "4" next to lawyer in Part B.

UNIT 4

Directions: Now look back at Unit 2 (Part B) and Unit 3 (Part B)--the pages which have the lists of careers, just as this page does. Add up the number of times you mentioned each of the careers, from the numbers next to each. Write the total down below next to each career, beginning with "poet." When you have finished this, go back and compare your highest numbers with the careers you wrote down at the bottom of the page on Unit 1. See how many of them match. You will use this information in some activities which your teacher will explain next.

Careers

- | | |
|----------------------------------|-----------------------------|
| 1. poet _____ | 19. hair dresser _____ |
| 2. pharmacist _____ | 20. composer _____ |
| 3. mayor _____ | 21. coach _____ |
| 4. sporting goods salesman _____ | 22. radio announcer _____ |
| 5. photographer _____ | 23. tailor _____ |
| 6. chemist _____ | 24. salesman _____ |
| 7. social worker _____ | 25. counselor _____ |
| 8. accountant _____ | 26. real estate agent _____ |
| 9. acrobat _____ | 27. signmaker _____ |
| 10. lawyer _____ | 28. dancer _____ |
| 11. nurse _____ | 29. draftsman _____ |
| 12. carpenter _____ | 30. reporter _____ |
| 13. recreation leader _____ | 31. antique dealer _____ |
| 14. interior decorator _____ | 32. electrician _____ |
| 15. cashier _____ | 33. actor _____ |
| 16. surveyor _____ | 34. farmer _____ |
| 17. teacher _____ | 35. police officer _____ |
| 18. secretary _____ | |

UNIT 5

The Value of Personal Security in a Job

Attached to this instruction sheet you will find a summary sheet which describes this value, lists five statements about it, and leaves space for you to record what you think about them. It also has a list of the key words and phrases which you have to understand in order to do the Unit.

Your teacher will be leading a class discussion of this value. To get ready for this discussion, you should:

1. read this instruction sheet carefully;
2. read the five statements on the next page, and think about them;
3. look up any key words (from the list) that you don't understand, and write the definitions next to them; and
4. when thinking about this value, keep the following questions in mind:
 - a. For what careers might this value be important?
 - b. How well do you understand what it means?
 - c. How important is it to you, from what you understand of it?

During the discussion, you should make notes (on the summary sheet) on items which will help you understand the meanings of this value and decide on its importance to you. After the discussion, you should fill out the summary sheet in the spaces provided. (Your teacher will show you how.)

Keep the summary sheet for future reference.

Personal Security

How important to you are the following job characteristics? A work situation which

- A. promises you fair treatment and planned promotions. _____

- B. has few physical dangers connected with it. _____

- C. allows you to become a part of a community. _____

- D. is relatively free of emotional stress and worry. _____

- E. protects you from exposure to public criticism. _____

- RATING: 1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Security _____
Fair Treatment _____
Promotion _____
Physical Danger _____
Community _____
Emotional Stress _____
Exposure _____
Criticism _____

UNIT 6

The Value of Avoiding Risk in Choosing A Job

Attached to this instruction sheet you will find a summary sheet which describes this value, lists five statements about it, and leaves space for you to record what you think about them. It also has a list of the key words and phrases which you have to understand in order to do the Unit.

Your teacher will be leading a class discussion of this value. To get ready for this discussion, you should:

1. read this instruction sheet carefully;
2. read the five statements on the next page, and think about them;
3. look up any key words (from the list) that you don't understand, and write the definitions next to them; and
4. when thinking about this value, keep the following questions in mind:
 - a. For what careers might this value be important?
 - b. How well do you understand what it means?
 - c. How important is it to you, from what you understand of it?

During the discussion, you should make notes (on the summary sheet) on items which will help you understand the meanings of this value and decide on its importance to you. After the discussion, you should fill out the summary sheet in the spaces provided. (Your teacher will show you how.)

Keep the summary sheet for future reference.

Avoiding Risk

How important to you are the following job characteristics? A work situation which

A. involves little competition from other employees for salary raises and job advancement. _____

B. does not involve doing dangerous tasks. _____

C. would rarely require you to move. _____

D. offers good job security. _____

E. does not involve working in dangerous situations. _____

RATING: 1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words:

Competition _____

Employee _____

Job Advancement _____

Job Security _____

UNIT 7

The Value of Physical Surroundings In A Job

Attached to this instruction sheet you will find a summary sheet which describes this value, lists five statements about it, and leaves space for you to record what you think about them. It also has a list of the key words and phrases which you have to understand in order to do the Unit.

Your teacher will be leading a class discussion of this value. To get ready for this discussion, you should:

1. read this instruction sheet carefully;
2. read the five statements on the next page, and think about them;
3. look up any key words (from the list) that you don't understand, and write the definitions next to them; and
4. when thinking about this value, keep the following questions in mind:
 - a. For what careers might this value be important?
 - b. How well do you understand what it means?
 - c. How important is it to you, from what you understand of it?

During the discussion, you should make notes (on the summary sheet) on items which will help you understand the meanings of this value and decide on its importance to you. After the discussion. you should fill out the summary sheet in the spaces provided. (Your teacher will show you how.)

Keep the summary sheet for future reference.

Physical Surroundings

How important to you are the following job characteristics? A work situation which

A. is located in very clean surroundings. _____

B. is located in very quiet surroundings. _____

C. is mostly located outdoors. _____

D. is mostly located indoors. _____

E. is located in luxurious surroundings (carpeted floors & paneled walls). _____

- RATING: 1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Clean Surroundings _____

Quiet Surroundings _____

Luxurious Surroundings _____

UNIT 8

The Value of Physical Facilities In A Job

Attached to this instruction sheet you will find a summary sheet which describes this value, lists five statements about it, and leaves space for you to record what you think about them. It also has a list of the key words and phrases which you have to understand in order to do the Unit.

Your teacher will be leading a class discussion of this value. To get ready for this discussion, you should:

1. read this instruction sheet carefully;
2. read the five statements on the next page, and think about them;
3. look up any key words (from the list) that you don't understand, and write the definitions next to them; and
4. when thinking about this value, keep the following questions in mind:
 - a. For what careers might this value be important?
 - b. How well do you understand what it means?
 - c. How important is it to you, from what you understand of it?

During the discussion, you should make notes (on the summary sheet) on items which will help you understand the meanings of this value and decide on its importance to you. After the discussion, you should fill out the summary sheet in the spaces provided. (Your teacher will show you how.)

Keep the summary sheet for future reference.

Physical Facilities

How important to you are the following job characteristics? A work situation which

- A. is performed in air-conditioned and/or heated surroundings. _____

- B. has adequate toilets and other such facilities. _____

- C. is performed in well-lighted surroundings. _____

- D. is performed both inside and outside. _____

- E. has an adequate place for lunch/snack/food storage. _____

- RATING: 1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Air-Conditioned Surroundings _____

Heated Surroundings _____

Well-Lighted Surroundings _____

Personal Facilities _____

The Value of Leadership

Attached to this instruction sheet you will find a summary sheet which describes this value, lists five statements about it, and leaves space for you to record what you think about them. It also has a list of the key words and phrases which you have to understand in order to do the Unit.

Your teacher will be leading a class discussion of this value. To get ready for this discussion, you should:

1. read this instruction sheet carefully;
2. read the five statements on the next page, and think about them;
3. look up any key words (from the list) that you don't understand, and write the definitions next to them; and
4. when thinking about this value, keep the following questions in mind:
 - a. For what careers might this value be important?
 - b. How well do you understand what it means?
 - c. How important is it to you, from what you understand of it?

During the discussion, you should make notes (on the summary sheet) on items which will help you understand the meanings of this value and decide on its importance to you. After the discussion, you should fill out the summary sheet in the spaces provided. (Your teacher will show you how.)

Keep the summary sheet for future reference.

Leadership

How important to you are the following job characteristics? A work situation which

A. requires you to supervise the activities of others. _____

B. requires you to be responsible for hiring and firing others. _____

C. requires you to direct activities that are very important to the overall success of the business. _____

D. requires you to make decisions that influence many people. _____

E. requires you to be well known in your professional field or community. _____

- RATING: 1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Supervise _____

Hiring _____

Firing _____

Business Activities _____

Influence _____

Professional Reputation _____

UNIT 10

The Value of Interpersonal Relations In A Job

In this Unit, in addition to this instruction sheet, you have several Group Activity Work Sheets and a Summary Sheet. Each work sheet has a topic related to this value, and each topic will be the subject of a group discussion.

The teacher will assign you to one of the groups and give you the instructions for the group discussion (how long you have to answer the questions, whether there is an appointed group leader or you have to select one, etc.).

Someone in your group will report to the total class on the answers which your group has come up with for your topic. Each other group will also report to the class on the other topics related to this value.

As you listen to all of the group reports, you can make notes on the work sheets for each topic. After you have heard the reports, made some notes, and thought about each topic, you will record your impressions on the Summary Sheet. After considering each of the topics, you can decide on how important this value is to you in choosing a career, and circle the number on your answer sheet which corresponds to your choice.

Keep this unit for future reference.

GROUP ACTIVITY WORK SHEET

Interpersonal Relations

Topic A: How important to you is a work situation which:

- (1) requires you to mingle socially with co-workers (sometimes after working hours)?
- (2) makes it necessary for you to meet with clients?

In order to discuss this topic, you may need to consider the following questions:

- (1) What is a client? How is this person different from a co-worker?
- (2) What kinds of careers might require you to see co-workers after working hours?
- (3) What kinds of careers might require you to meet customers, buyers, sales people or other clients regularly?
- (4) What kind of person would you think would select these types of careers? (Consider personality, attitude toward people, verbal skills, etc.)

GROUP ACTIVITY WORK SHEET

Interpersonal Relations

Topic B: How important to you is a work situation which:

- (1) requires you to work as a member of a team?
- (2) does not require you to work alone much of the time?

In order to discuss this topic, you may need to consider the following questions:

- (1) What kind of person prefers to work alone? (Consider personality, attitude towards people, etc.)
- (2) What characteristics could make a person like to work as a member of a team?
- (3) What careers require working alone (other than sports)?
- (4) What careers require working as a member of a team (again, other than sports)?
- (5) How do people decide whether they want to work alone or in teams? How important is it to know one's own attitude toward this? How important is it to be able to work either way?

GROUP ACTIVITY WORK SHEET

Interpersonal Relations

Topic C: How important to you is a work situation which has many co-workers of the opposite sex?

In order to discuss this topic, you may need to consider the following questions:

- (1) How do you think most people feel about working with members of the opposite sex?
- (2) Are there jobs which only women can do? Which only men can do? (If you think so, give some examples.)
- (3) Can you list some careers which mostly women are in; some which mostly men are in? For each of these, is custom the main reason, or is there some specific requirement which limits the career?
- (4) Can you name some careers in which men and women participate about equally?
- (5) Do you think that customs and attitudes are changing on this subject?

Interpersonal Relations

How important to you are the following job characteristics? A work situation which

A. requires you to mingle socially with co-workers sometimes (after working hours). _____

B. requires you to work as a member of a team. _____

C. makes it necessary for you to meet with clients (or customers, buyers, sales people, etc.) regularly. _____

D. does not require you to work alone much of the time. _____

E. has many co-workers of the opposite sex. _____

- RATING: 1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Client _____

Co-Worker _____

Customer _____

Buyer _____

Teamwork _____

Personality _____

Customs _____

Attitudes _____

UNIT 11

Physical Demands Of A Job

Physical demands are those physical activities required of a worker to perform his/her job successfully. To some degree, all jobs have them. To be a successful worker, your physical abilities must at least be equal to the physical demands of the job you want. Therefore, you must know not only your own physical abilities and limitations, but also what the physical requirements are at the various work places involved in your search for a career.

Exercise 1: There are different types of physical demands. Physical characteristics of jobs can be grouped into these four broad categories:

- strength
- agility and coordination
- manipulation and dexterity
- physical communication

The charts on the following pages display the physical characteristics for each major category. The charts will help you determine whether or not specific characteristics are required for a certain job, and if so, to what degree.

For each category, your teacher will write five jobs on the board. Copy the titles of the five jobs in the boxes on your chart before you try to fill in the boxes.

Category A: Strength

On Figure 1 below, write in the letter from the following code which best describes how much movement of weight is involved in each of the factors for the jobs at which you are looking:

- S Sedentary work: occasionally handling 10 lbs. of weight or less
- L Light work: often handling up to 20 lbs. of weight
- M Medium work: often handling up to 50 lbs. of weight
- H Heavy work: often handling up to 100 lbs. of weight
- V Very heavy work: often handling over 100 lbs. of weight

Remember to copy the titles of the five jobs from the board in the boxes numbered 1-5 before you try to fill in the boxes below.

FIGURE 1

Factors	Job				
	1	2	3	4	5
Lifting					
Carrying					
Pushing					
Pulling					

Category B: Agility and Coordination

For this category, write in the letter from the following code which best describes how frequently you have to perform each physical activity.

M Most of the time

O Often

S Sometimes

N Never

FIGURE 2

Factors	Job				
	1	2	3	4	5
Climbing					
Balancing					
Stooping					
Kneeling					
Crouching					
Crawling					

Category C: Manipulation and Dexterity

While all jobs require some touching and handling of objects, there are certain types of jobs (such as brain surgeon) that require delicate manipulation of objects or instruments. On Figure 3 below, use the following code to indicate how important each physical activity is for the jobs listed in the boxes (taken from the board).

H Highly important

I Important

U Unimportant

FIGURE 3

	Site/Job Title				
Factors	1	2	3	4	5
Reaching					
Handling					
Fingering					
Feeling					

Category D: Physical Communication

Since all work activities involve physical communication of some kind, it may at first seem a little ridiculous to check to see if a job involves hearing, seeing, etc. However, some jobs require you to use one or more of your senses to a high degree. For example, a wine taster needs a highly refined sense of smell and taste; an airline pilot must have excellent vision. Also, some jobs cannot be filled by people who are color blind. Use the following code to indicate the importance of the senses in the five jobs on the board.

- A Always important
- I Important
- S Sometimes important

FIGURE 4

	Site/Job Title				
Factors	1	2	3	4	5
Talking					
Hearing					
Seeing					
Smelling					
Tasting					
Feeling					

Exercise 2: You have now spent some time looking at the physical requirements of various work situations. The three columns below ask whether or not you think you would be able to meet the requirements, could possibly meet them, or would be unable to meet them. Write the name of each job title you have explored in the appropriate category.

Job titles or work situations that interest me and for which I am probably physically qualified.

Job titles or work situations that interest me and which have the physical requirements I might be able to meet.

Job titles or work situations which interest me but which have physical requirements I am unable to meet.

UNIT 12

Physical Conditions On The Job

Physical working conditions refer to the physical surroundings of a worker's job. Every workplace will have a unique set of physical conditions where the employees work. For example, bank tellers work indoors in a heated or air-conditioned workplace; tree surgeons work outside in the weather. You will probably find some physical conditions more acceptable than others. This activity is designed to help you discover what some of the differences in working conditions are, and decide which conditions you like best.

Exercise 1: This exercise will help you determine the difference between physical working conditions as far as indoors and outdoors are concerned:

- Inside refers to work that is performed in an area protected from weather conditions but not necessarily from temperature change. A job is considered inside if 75 percent or more of the worker's time is spent inside.
- Outside refers to working where there is not effective protection from the weather. A job is considered outside if 75 percent or more of the worker's time is spent outside.
- Both refers to work that is performed inside and outside. A job is considered both if the activities occur inside and outside in nearly equal amounts.

Figure 1 on the following page should help you look at job sites (from a list on the board) in light of these three working conditions. You should also note how acceptable you find each of the conditions and then write in any comments further explaining your feelings.

FIGURE 1

List the Jobs From The Board Below	Check the Most Appropriate Response					Write Comments or Explanations Below	
	Condition			Acceptability			
	Mostly Inside	Mostly Outside	Both	Acceptable	Unacceptable		
1							
2							
3							
4							
5							

Exercise 2: Another important aspect of working conditions is the temperature in which the work is performed. Is the work performed in extreme cold, extreme heat, or are there wide changes in the temperature?

- Extreme cold means temperatures low enough to make the worker uncomfortable unless "special protection" is provided.
- Extreme heat means temperatures high enough to make the worker uncomfortable unless "special protection" is provided.
- Extreme changes refer to temperature changes which occur often enough to make the worker uncomfortable.

Figure 2 below should help you look at job sites in light of these working conditions. You should also rate how acceptable each of these conditions is to you, and write in any comments further explaining your feelings.

FIGURE 2

	List the Jobs From The Board Below			Check the Most Appropriate Response			Write Comments or Explanations Below	
				Condition				
				Extreme Cold	Extreme Heat	Acceptability		
				Extreme Changes	No Extremes	Acceptable	Unacceptable	
1								
2								
3								
4								
5								

Exercise 3: Another important aspect of working conditions is noise, both its volume and the length of time it lasts. Figure 3 below should help you look at job roles in light of this working condition. You should also rate how acceptable that condition is to you, and write any comments further explaining your feelings.

FIGURE 3

	Check the Most Appropriate Response					Write Comments or Explanations Below	
	Condition			Acceptability			
	Very noisy	Very quiet	Moderate or Average noise	Acceptable	Unacceptable		
1							
2							
3							
4							
5							

Exercise 4: Another aspect of working conditions is consideration of possible hazards or bodily injury you may encounter in the work situation. Figure 4 below enables you to look at job sites in light of this aspect of working conditions. You should also rate how acceptable that condition is to you, and write in any comments explaining your feelings.

FIGURE 4

	List the Jobs From The Board Below	Check the Most Appropriate Response				Write Comments or Explanations Below	
		Condition		Acceptability			
		Hazardous Work Situation	Not A Hazardous Work Situation	Acceptable	Unacceptable		
1							
2							
3							
4							
5							

Exercise 5: A fifth aspect of working conditions is the atmosphere or the air. Figure 5 below will help you look at jobs in light of this aspect of working conditions. You should also rate how acceptable that condition is to you, and write in any comments further explaining your feelings.

FIGURE 5

List the Jobs From The Board Below	Check the Most Appropriate Response					Write Comments or Explanations Below	
	Condition						
	Air is Humid and Wet	Air Contains Dust & Fumes	Air is Relatively Uncontaminated	Acceptable	Unacceptable		
1							
2							
3							
4							
5							

LEVEL 2
STUDENT MATERIALS

UNIT 13

The Value of Economic Rewards In A Job

Attached to this instruction sheet you will find a summary sheet which describes this value, lists five statements about it, and leaves space for you to record what you think about them. It also has a list of the key words and phrases which you have to understand in order to do the Unit.

Your teacher will be leading a class discussion of this value. To get ready for this discussion, you should:

1. read this instruction sheet carefully;
2. read the five statements on the next page, and think about them;
3. look up any key words (from the list) that you don't understand, and write the definitions next to them; and
4. when thinking about this value, keep the following questions in mind:
 - a. For what careers might this value be important?
 - b. How well do you understand what it means?
 - c. How important is it to you, from what you understand of it?

During the discussion, you should make notes (on the summary sheet) on items which will help you understand the meanings of this value and decide on its importance to you. After the discussion, you should fill out the summary sheet in the spaces provided. (Your teacher will show you how.)

Keep the summary sheet for future reference.

Economic Rewards

How important to you are the following job characteristics? A work situation which

- A. allows you to earn a commission or a bonus in addition to a basic salary.

- B. provides you with free medical and dental insurance. _____

- C. provides you with cost-of-living salary increases. _____

- D. offers a good pension and retirement plan. _____

- E. offers paid sick leave and paid vacation. _____

- RATING: 1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Salary _____

Commission _____

Bonus _____

Medical Insurance _____

Dental Insurance _____

Cost-of-Living Salary Increases _____

Pension _____

Retirement Plan _____

Sick Leave _____

Vacation _____

UNIT 14

The Value of Individual Responsibility

Attached to this instruction sheet you will find a summary sheet which describes this value, lists five statements about it, and leaves space for you to record what you think about them. It also has a list of the key words and phrases which you have to understand in order to do the Unit.

Your teacher will be leading a class discussion of this value. To get ready for this discussion, you should:

1. read this instruction sheet carefully;
2. read the five statements on the next page, and think about them;
3. look up any key words (from the list) that you don't understand, and write the definitions next to them; and
4. when thinking about this value, keep the following questions in mind:
 - a. For what careers might this value be important?
 - b. How well do you understand what it means?
 - c. How important is it to you, from what you understand of it?

During the discussion, you should make notes (on the summary sheet) on items which will help you understand the meanings of this value and decide on its importance to you. After the discussion, you should fill out the summary sheet in the spaces provided. (Your teacher will show you how.)

Keep the summary sheet for future reference.

Individual Responsibility

How important to you are the following job characteristics? A work situation which

A. requires you to set and meet specific deadlines for your own work.

B. makes you responsible for a specific set of duties.

C. requires you to decide what to do yourself rather than following specific instructions for every detail of your work.

D. requires you to maintain a good reputation among your clients or customers.

E. requires you to be accountable for your mistakes.

- RATING: 1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Deadlines _____

Instructions _____

Responsibility _____

Reputation _____

Accountability _____

UNIT 15

The Value of Status or Prestige In A Job

Attached to this instruction sheet you will find a summary sheet which describes this value, lists five statements about it, and leaves space for you to record what you think about them. It also has a list of the key words and phrases which you have to understand in order to do the Unit.

Your teacher will be leading a class discussion of this value. To get ready for this discussion, you should:

1. read this instruction sheet carefully;
- 2. read the five statements on the next page, and think about them;
3. look up any key words (from the list) that you don't understand, and write the definitions next to them; and
4. when thinking about this value, keep the following questions in mind:
 - a. For what careers might this value be important?
 - b. How well do you understand what it means?
 - c. How important is it to you, from what you understand of it?

During the discussion, you should make notes (on the summary sheet) on items which will help you understand the meanings of this value and decide on its importance to you. After the discussion, you should fill out the summary sheet in the spaces provided. (Your teacher will show you how.)

Keep the summary sheet for future reference.

Status or Prestige

How important to you are the following job characteristics? A work situation which

- A. is considered to be a "very important job" by most people. _____

- B. allows you to gain the admiration of others (more so than money or power).

- C. gives you important friends and a high position in the community.

- D. would impress your parents or friends. _____

- E. gives you a title such as Vice-President. _____

- RATING: 1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Job Importance _____
Admiration _____
Status _____
Prestige _____
Community Position _____
Title _____
Impression _____

UNIT 16

The Value of Advancement In A Job

Attached to this instruction sheet you will find a summary sheet which describes this value, lists five statements about it, and leaves space for you to record what you think about them. It also has a list of the key words and phrases which you have to understand in order to do the Unit.

Your teacher will be leading a class discussion of this value. To get ready for this discussion, you should:

1. read this instruction sheet carefully;
2. read the five statements on the next page, and think about them;
3. look up any key words (from the list) that you don't understand, and write the definitions next to them; and
4. when thinking about this value, keep the following questions in mind:
 - a. For what careers might this value be important?
 - b. How well do you understand what it means?
 - c. How important is it to you, from what you understand of it?

During the discussion, you should make notes (on the summary sheet) on items which will help you understand the meanings of this value and decide on its importance to you. After the discussion, you should fill out the summary sheet in the spaces provided. (Your teacher will show you how.)

Keep the summary sheet for future reference.

Advancement

How important to you are the following job characteristics? A work situation which

- A. fills "higher" positions with the employees from inside the organization or business. _____

- B. lets you clearly know what you must do in order to be promoted. _____

- C. enables you to take further training or to develop new skills. _____

- D. assures promotion based on what you know, not who you know. _____

- E. guarantees promotions to higher level jobs or positions if you do your work well. _____

- RATING: 1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Advancement _____

Promotion _____

Promoting From Within _____

Promoting From Outside _____

Opportunity _____

UNIT 17

The Value of Achievement In A Job

Attached to this instruction sheet you will find a summary sheet which describes this value, lists five statements about it, and leaves space for you to record what you think about them. It also has a list of the key words and phrases which you have to understand in order to do the Unit.

Your teacher will be leading a class discussion of this value. To get ready for this discussion, you should:

1. read this instruction sheet carefully;
2. read the five statements on the next page, and think about them;
3. look up any key words (from the list) that you don't understand, and write the definitions next to them; and
4. when thinking about this value, keep the following questions in mind:
 - a. For what careers might this value be important?
 - b. How well do you understand what it means?
 - c. How important is it to you, from what you understand of it?

During the discussion, you should make notes (on the summary sheet) on items which will help you understand the meanings of this value and decide on its importance to you. After the discussion, you should fill out the summary sheet in the spaces provided. (Your teacher will show you how.)

Keep the summary sheet for future reference.

Achievement

How important to you are the following job characteristics? A work situation which

- A. gives you the feeling of a job well done. _____

- B. allows you to see your accomplishments and the outcome of your labors. _____

- C. allows you to produce a complete product--from initial planning to final production. _____

- D. allows you to accomplish things that not everyone can do. _____

- E. provides you the opportunity to meet your own goals. _____

- RATING: 1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Achievement _____
Job Accomplishment _____
Job Outcomes _____
Product _____
Planning _____
Goals _____

UNIT 18

The Value of Intellectual Stimulation In A Job

Attached to this instruction sheet you will find a summary sheet which describes this value, lists five statements about it, and leaves space for you to record what you think about them. It also has a list of the key words and phrases which you have to understand in order to do the Unit.

Your teacher will be leading a class discussion of this value. To get ready for this discussion, you should:

1. read this instruction sheet carefully;
2. read the five statements on the next page, and think about them;
3. look up any key words (from the list) that you don't understand, and write the definitions next to them; and
4. when thinking about this value, keep the following questions in mind:
 - a. For what careers might this value be important?
 - b. How well do you understand what it means?
 - c. How important is it to you, from what you understand of it?

During the discussion, you should make notes (on the summary sheet) on items which will help you understand the meanings of this value and decide on its importance to you. After the discussion, you should fill out the summary sheet in the spaces provided. (Your teacher will show you how.)

Keep the summary sheet for future reference.

Intellectual Stimulation

How important to you are the following job characteristics? A work situation which

- A. challenges you to use all of your intellectual skills. _____

- B. enables you to think abstractly or theoretically. _____

- C. requires you to solve difficult problems. _____

- D. enables you to attend national conferences and meetings, and read professional magazines and journals, to keep up with what's going on in your field of work. _____

- E. provides the opportunity to learn how and why things work. _____

- RATING: 1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Intellectual Skills _____
Abstract Thinking _____
Theoretical Thinking _____
Problem-Solving _____
Professional Journal _____

UNIT 19

The Value of Justice In A Job Situation

In this Unit, in addition to this instruction sheet, you have several Group Activity Work Sheets and a Summary Sheet. Each work sheet has a topic related to this value, and each topic will be the subject of a group discussion.

The teacher will assign you to one of the groups and give you the instructions for the group discussion (how long you have to answer the questions, whether there is an appointed group leader or you have to select one, etc.).

Someone in your group will report to the total class on the answers which your group has come up with for your topic. Each other group will also report to the class on the other topics related to this value.

As you listen to all of the group reports, you can make notes on the work sheets for each topic. After you have heard the reports, made some notes, and thought about each topic, you will record your impressions on the Summary Sheet. After considering each of the topics, you can decide on how important this value is to you in choosing a career, and circle the number on your answer sheet which corresponds to your choice.

Keep this unit for future reference.

GROUP ACTIVITY WORK SHEET

Justice

Topic A: How important to you is a work situation which:

- (1) treats employees fairly and equally--rewards or punishes on the basis of work done, not on the basis of the employee's personality?

In order to discuss this topic, you may need to consider the following questions:

- (1) What would be some careers which reward only on the basis of work done?
- (2) What would be some careers which might reward on the basis of personality?
- (3) Do you think that most people would agree on what "fair" and "equal" mean?
- (4) How important is it to most people that they be treated fairly and equally?
- (5) How important should this be in choosing a career?

GROUP ACTIVITY WORK SHEET

Justice

Topic B: How important to you is a work situation which:

- (1) offers a complaint system that is fair and carries no punishments?
- (2) offers protection for the rights of the worker through unions or company policy?

In order to discuss this topic, you may need to consider the following questions:

- (1) What is a "complaint system?" How could it "carry a punishment?"
- (2) What is meant by "company policy?" How could this protect the rights of a worker?
- (3) What is a union? How could this protect the rights of a worker?
- (4) What kinds of people would choose protection of rights as an important consideration in choosing a career?
- (5) How important is this in choosing a career?

GROUP ACTIVITY WORK SHEET

Justice

Topic C: How important to you is a work situation which:

- (1) assures no discrimination on the basis of age, race, or sex?

In order to discuss this topic, you may need to consider the following questions:

- (1) Most everyone now knows what race discrimination is. What is age discrimination? What is sex discrimination?
- (2) Who is most likely to be affected by these types of discrimination?
- (3) How many people, other than those directly affected by it, care about these kinds of discriminations? Do you think that there have been any recent changes in these numbers?
- (4) What are some careers which might be affected by race, age, or sex discrimination?
- (5) How important should a person's reaction to this be in choosing a career?

GROUP ACTIVITY WORK SHEET

Justice

Topic D: How important to you is a work situation which:

- (1) involves your helping others receive fair treatment?

In order to discuss this topic, you may need to consider the following questions:

- (1) What does fair treatment mean? Gives some examples of unfair treatment.
- (2) How many people care whether others receive fair treatment?
- (3) What careers might be involved in helping others to receive fair treatment?
- (4) What kinds of people might choose such careers? (List some characteristics.)

Justice

How important to you are the following job characteristics? A work situation which

A. treats employees fairly and equally--rewards or punishes on the basis of work done, not on the basis of the employee's personality.

B. offers a complaint system that is fair and carries no punishments.

C. offers protection for the rights of the worker through unions or company policy.

D. assures no discrimination on the basis of age, race, or sex.

E. involves your helping others receive fair treatment.

- RATING: 1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Justice in the Workplace

Rewards

Punishment _____

Fairness _____

Equality _____

Complaint System _____

Protection of Rights _____

Company Policy _____

Union _____

Age Discrimination _____

Racial Discrimination _____

Sex Discrimination _____

UNIT 20

The Value of Honesty In A Job

In this Unit, in addition to this instruction sheet, you have several Group Activity Work Sheets and a Summary Sheet. Each work sheet has a topic related to this value, and each topic will be the subject of a group discussion.

The teacher will assign you to one of the groups and give you the instructions for the group discussion (how long you have to answer the questions, whether there is an appointed group leader or you have to select one, etc.).

Someone in your group will report to the total class on the answers which your group has come up with for your topic. Each other group will also report to the class on the other topics related to this value.

As you listen to all of the group reports, you can make notes on the work sheets for each topic. After you have heard the reports, made some notes, and thought about each topic, you will record your impressions on the Summary Sheet. After considering each of the topics, you can decide on how important this value is to you in choosing a career, and circle the number on your answer sheet which corresponds to your choice.

Keep this unit for future reference.

GROUP ACTIVITY WORK SHEET

Honesty

Topic A: How important to you is a work situation which:

- (1) puts a premium on working directly, openly, and honestly with co-workers, managers, and the public?

In order to discuss this topic, you may need to consider the following questions:

- (1) How important do you think that most people rate honesty in choosing a career?
- (2) Can you think of some careers in which most people think honesty is highly prized? Some in which many people think it might not be?
- (3) Is "honesty with co-workers" a different idea from "honesty with the public?" Or from "honesty with managers?" Or are they all the same?
- (4) Will most people consider this an important value in deciding on a career?

GROUP ACTIVITY WORK SHEET

Honesty

Topic B: How important to you is a work situation which:

- (1) places a great emphasis on company and employees' truthfulness?
- (2) requires your trustworthiness to be tested by a security investigation?

In order to discuss this topic, you may need to consider the following questions:

- (1) What do you think "company truthfulness" means? How is it different from "employee truthfulness?" Or is it different at all?
- (2) What is a "security investigation?"
- (3) Can you name some careers which might require a security investigation? Some in which employees' truthfulness (or trustworthiness) are especially important?

Honesty

How important to you are the following job characteristics? A work situation which

A. puts a premium on working directly, openly, and honestly with co-workers, managers, and the public. _____

B. places a great emphasis on company and employees' truthfulness. _____

C. has a built-in "code of ethics." _____

D. requires your trustworthiness to be tested by a security investigation. _____

E. insists that you give people you are involved with a "square deal." _____

- RATING: 1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Honesty _____

Directness _____

Openness _____

Manager _____

Public _____

Truthfulness _____

Security Investigation _____

Trustworthiness _____

UNIT 21

The Value of Independence On A Job

In this Unit, in addition to this instruction sheet, you have several Group Activity Work Sheets and a Summary Sheet. Each work sheet has a topic related to this value, and each topic will be the subject of a group discussion.

The teacher will assign you to one of the groups and give you the instructions for the group discussion (how long you have to answer the questions, whether there is an appointed group leader or you have to select one, etc.).

Someone in your group will report to the total class on the answers which your group has come up with for your topic. Each other group will also report to the class on the other topics related to this value.

As you listen to all of the group reports, you can make notes on the work sheets for each topic. After you have heard the reports, made some notes, and thought about each topic, you will record your impressions on the Summary Sheet. After considering each of the topics, you can decide on how important this value is to you in choosing a career, and circle the number on your answer sheet which corresponds to your choice.

Keep this unit for future reference.

GROUP ACTIVITY WORK SHEET

Independence

Topic A: How important to you is a work situation which:

- (1) lets you come and go as you please, as long as you finish your work?

In order to discuss this topic, you may need to consider the following questions:

- (1) Do you think that most people would like a career that allows them to come and go as they please as long as they finish their work? Why?
- (2) What careers allow you to come and go as you please, as long as you finish your work?
- (3) Why would a person choose a career that lets you come and go as you please, as long as you finish your work?

GROUP ACTIVITY WORK SHEET

Independence

Topic B: How important to you is a work situation which:

- (1) permits you to organize your work in your own way?
- (2) lets you work steadily or in spurts, as long as you complete your work?

In order to discuss this topic, you may need to consider the following questions:

- (1) Why would a person choose a career that would allow you to work steadily or in spurts, as long as you complete your work?
- (2) What careers allow you to organize your work in your own way?
- (3) What careers let you work steadily or in spurts, as long as you complete your work?
- (4) Do you think that most people would like to organize their work in their own way?

GROUP ACTIVITY WORK SHEET

Independence

Topic C: How important to you is a work situation which:

- (1) trusts you to do things when left on your own?

In order to discuss this topic, you may need to consider the following questions:

- (1) Do you think that most people would like a career in which they are trusted to do things on their own?
- (2) Why would a person not choose a career that trusts you to do things when left on their own?
- (3) What kind of careers trusts you to do things when left on your own?

GROUP ACTIVITY WORK SHEET

Independence

Topic D: How important to you is a work situation which:

- (1) allows you to be your own boss?

In order to discuss this topic, you may need to consider the following questions:

- (1) What are some problems or difficulties when you are your own boss?
- (2) What kind of person would choose to be their own boss?
- (3) What kind of careers allow you to be your own boss?
- (4) Do you think that most people would like to be their own boss?

Independence

How important to you are the following job characteristics? A work situation which

A. lets you come and go as you please, as long as you finish your work.

B. permits you to organize your work in your own way.

C. lets you work steadily or in spurts, as long as you complete your work.

D. trusts you to do things when left on your own.

E. allows you to be your own boss.

- RATING: 1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Independence on the Job _____

Organizing Ideas _____

Working at a Steady Pace _____

Working in "Spurts" _____

Individual Responsibility _____

Being "Your Own Boss" _____

UNIT 22

What Businesses Do

Businesses do not spring up overnight. Any business exists (as does the world of work in general) to provide some needed goods or services. To fully understand any workplace and find out how it relates to your own interests, you must determine why that business is there and what purpose it serves.

Keep in mind also that it is not enough for a business just to have a purpose; it must also be effective in achieving that purpose. In other words, a business's people and tools must be organized to perform adequately.

In this unit, your teacher will give you the names and descriptions of five businesses; each is different from the others in terms of why it was formed and what it does.

Write the names of the businesses in the numbered boxes at the top of the next page. Then try to list what each one does, by putting checkmarks in the right boxes, as has been done in the shaded area marked "public library."

After a class discussion with your teacher, see how accurate you were and correct your chart.

This exercise will help you analyze the purpose of the workplace. Check those boxes which describe the purpose of each site which the teacher has given you.

In this exercise, "Public Library" is used as an example.

FIGURE 1

FIGURE 1

Purpose	Site/Job Title					
	Public Library	1	2	3	4	5
<u>Goods</u>						
manufacture of goods						
distribution of goods						
marketing of goods						
development of products						
<u>Public/Government Services</u>						
education						
protection						
information	✓					
investment/money management						
entertainment						
counseling						
legal						
<u>Services for Individuals</u>						
medical						
legal						
personal grooming						
counseling (includes religious)						
information	✓					

UNIT 23

Ideas, People, Or Things?

You may often hear remarks such as: "he's an idea person"; "she works well with people"; "I am good with my hands and like working with things." Almost everything we do relates in various degrees to three categories-- ideas, people, or things. The exercises on the next pages should help you decide your preferences for working with ideas, people, or things, then help you relate those preferences to jobs.

This unit has two parts. Part 1 helps you determine whether you would or would not like to perform certain kinds of tasks in relation to ideas, people, or things. You will do Part 1 by yourself. Part 2 will be done in class, after a class discussion. You will fill in each box for each of five kinds of jobs which the teacher will describe. Then you can compare your preferences to the jobs.

There are seven tasks on each of the pages which follow. To complete Part 1 on each page, read each of the statements under the different "Tasks," and put a check in one of the columns under "My Preference." You should either check "Would Like" or "Would Not Like." Do Part 1 now (each page).

Part 2 will be done in class, after discussion with the teacher. The teacher will identify five jobs, which you will write in the numbered boxes at the top of each page. Then, under each job, you will answer each item. If the task is part of the job, put a check in the box; if it is not part of the job, put a zero in the box. When you have all the boxes filled in, your teacher will show you how to add up your answers to see how you feel about each job.

Part 2

Site/Job Title

Human Rights Commission
Director

Part 1

My Preference

Would Like	Would Not Like
------------	----------------

Joe's Preferences

1 2 3 4 5

IDEA TASKS

1. Work creatively with ideas or numbers
2. Keep track of or be in control of information or facts
3. Analyze ideas according to set standards
4. Gather and put together data or information
5. Compute or record information
6. Copy information or data from one record to another
7. Arrange or file data or information

P

NP

NP

P

NP

NP

NP

NUMBER OF MATCHES

--	--	--	--	--

Part 2

Site/Job Title

Human Rights Commission
Director

Part 1

My Preference

Would Like	Would Not Like
------------	----------------

Job's Preferences

THINGS TASKS

	1	2	3	4	5
1. Repair or install machines					
2. Adjust, operate, or control a machine					
3. Drive or operate moving machines					
4. Tend to machine or watch it closely					
5. Feed materials into or take materials out of a machine					
6. Work with small precision instruments or tools					
7. Cut, shape, or assemble materials or objects					

NP

NP

NP

NP

NP

NP

NP

NUMBER OF MATCHES

--	--	--	--	--

Part 2

Site/Job Title

Human Rights Commission/
Director

Part 1

My
Preference

Would Like	Would Not Like
---------------	----------------------

Joe's
Preferences

1 2 3 4 5

PEOPLE TASKS

1. Help others solve problems			P					
2. Confer or negotiate with people			P					
3. Teach or instruct others			NP					
4. Supervise or tell others what to do			P					
5. Entertain or perform for others			NP					
6. Persuade or sell to others			NP					
7. Provide a service to others under specified orders			NP					

NUMBER OF MATCHES

--	--	--	--	--

TOTAL NUMBER OF MATCHES
(3 pages; maximum of 21)

--	--	--	--	--

UNIT 24

How Important Are Other Workers' Attitudes?

The attitudes of the people you work with are important ingredients in any job. The feelings they have toward their jobs, their company, and their co-workers will have a strong influence on how comfortable you feel in that work situation. If the employees are enthusiastic and take pride in their work, and you like their attitudes, you most likely will be satisfied with your particular work situation. However, if your co-workers are unhappy with their jobs or feel that their work is unimportant, you may feel uncomfortable in that situation. On the other hand, you may be a very adaptable person and be able to get along well in either situation.

On the next page, there are 14 statements about worker attitudes. You are going to do two things with them. First, read each statement and put a 1, 2, or 3 in the middle column--depending on whether the attitude is very important, somewhat important, or not very important to you. Then, you are going to "rank" the attitudes, like this: read all the items, and select the most important to you. Put a "1" in the right-hand box opposite that one. Then find the next most important and put a "2" next to it. Keep going until you get to "14" and have filled all the boxes. When all the boxes in both columns are filled, you are ready for the class discussion.

		IMPORTANCE TO YOU	RANK
		1 = VERY IMPORTANT	
		2 = SOMEWHAT	
		3 = NOT IMPORTANT	
1.	Most of the employees seem to get along well with each other.		
2.	Most of the employees seem to be just "doing a job" and are not very enthusiastic about their work.		
3.	Most of the employees like working at this particular site.		
4.	Most employees seem truly happy with their jobs.		
5.	Most employees seem to take pride in what they are doing.		
6.	Most of the company supervisors seem friendly and helpful to their staff workers.		
7.	The supervisors seem to be truly concerned about the workers.		
8.	Most employees seem to help each other when a co-worker falls behind or gets in a tight spot.		
9.	The employees rarely complain about their jobs.		
10.	The company seems to be always watching the employees' job behavior.		
11.	Most of the employees do not seem to be under a lot of pressure from the work.		
12.	The employees seem willing to work overtime.		
13.	Most of the employees seem to keep very busy.		
14.	This generally seems like a pleasant place to work.		

UNIT 25

Adapting To Work Situations

All jobs have some requirements. When you consider whether or not you want to take a certain job, it is important to ask yourself two questions:

- Could I adjust my style to meet this job's requirements?
- Am I willing to change my style for this job?

For example, suppose you have long hair and the place you would like to work requires either that you cut your hair or wear a hair net. First, you would have to decide whether or not you could change your hair style (probably so), and second, whether or not you would be willing to change your hair to get the job. On the other hand, you might decide that the job was not worth it, so you would look for work in a place where you would be allowed to wear your hair your own way. The final decision is yours, but the processes you used to arrive at that decision will have involved--and to some extent will have defined--your "adaptive skills."

How much will you have to change for a particular job? That depends on several things:

- what your job requirements are;
- how closely your style fits the style required by the work situation; and
- whether or not you would be willing to adjust your style to suit the job.

The three exercises in this unit will help you decide how adaptive you are.

Exercise 1: How adaptive are you? To find out, do this exercise only once. Before you look at the job requirements at different sites, you need to think about your own style. In Figure 1, you should look at the list of work requirements in the left-hand column. Then mark the column labeled "Your General Preferences" with either a "D" (Defined), "V" (Varied), or "U" (Undefined), depending on how you feel about that particular requirement. Use these definitions:

D

Defined: you are told specifically what to do.

V

Varied: sometimes you are told, sometimes not.

U

Undefined: things are left for you to decide most of the time.

WORK REQUIREMENTS

Your General Preferences (Mark D, V, or U)		Site/Job Title				
		Personnel, Inc./ Receptionist				
		1	2	3	4	5
	D					
	D					
	V					
	U					
	D					
	V					
	U					
	U					
	U					
	V					

Exercise 2: Now that you have determined what you would prefer for the work requirements of a job, it is time to compare these with some jobs. The teacher will provide you with five job titles. Copy these in the boxes numbered 1 to 5 on the previous page. Then fill in the boxes from the discussion, using these definitions:

- D Defined: worker is always told a certain way.
- V Varied: worker is sometimes told, sometimes not.
- U Undefined: things are left for the worker to decide most of the time.

Exercise 3: In Exercises 1 and 2 of this activity, you have focused on how willing and able you would be to adjust to a specific work situation. This exercise now asks you to consider how adaptable a person you are in general. As you complete it, it should help you decide on the types of work situations in which you would feel most comfortable and satisfied.

For example, if you are the type of person who likes specific directions and tight supervision, you would probably not enjoy a situation where few directions were given and you were on your own most of the time. On the other hand, if you are the type of person who likes to "do your own thing" with very little supervision, you would probably enjoy that type of situation. Of course, your satisfaction with a job also depends on how much you are willing to change or adapt to it.

Now that you have explored five jobs, think about just what type of person you are in terms of adaptability. Take some time to complete, in writing, one of the statements below which best describes you. You should refer to your statements in Exercises 1 and 2 as you answer these questions for each job you're exploring. For example, if you discovered several work requirements to which you would be unwilling to/unable to adapt, the third statement might describe you best.

I believe I am the kind of person who is generally willing to change/adapt myself to specific work requirements because:

I believe I am the kind of person who could be willing to change some of my behaviors to adjust to a certain work situation because:

I feel very strongly about my adaptive preferences and believe I am the kind of person who is usually unwilling to change my behavior for a certain work situation because:

LEVEL 3

STUDENT MATERIALS

UNIT 26

The Value of Involvement With People On The Job

Attached to this instruction sheet you will find a summary sheet which describes this value, lists five statements about it, and leaves space for you to record what you think about them. It also has a list of the key words and phrases which you have to understand in order to do the Unit.

Your teacher will be leading a class discussion of this value. To get ready for this discussion, you should:

1. read this instruction sheet carefully;
2. read the five statements on the next page, and think about them;
3. look up any key words (from the list) that you don't understand, and write the definitions next to them; and
4. when thinking about this value, keep the following questions in mind:
 - a. For what careers might this value be important?
 - b. How well do you understand what it means?
 - c. How important is it to you, from what you understand of it?

During the discussion, you should make notes (on the summary sheet) on items which will help you understand the meanings of this value and decide on its importance to you. After the discussion, you should fill out the summary sheet in the spaces provided. (Your teacher will show you how.)

Keep the summary sheet for future reference.

Involvement With People

How important to you are the following job characteristics? A work situation which

- A. involves entertaining others. _____

- B. involves giving directions to others. _____

- C. involves teaching others. _____

- D. involves helping others. _____

- E. involves persuading others. _____

- RATING: 1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Entertaining _____

Giving Directions _____

Teaching _____

Helping _____

Persuading _____

UNIT 27

The Value of the Emotional Climate Of A Job

Attached to this instruction sheet you will find a summary sheet which describes this value, lists five statements about it, and leaves space for you to record what you think about them. It also has a list of the key words and phrases which you have to understand in order to do the Unit.

Your teacher will be leading a class discussion of this value. To get ready for this discussion, you should:

1. read this instruction sheet carefully;
2. read the five statements on the next page, and think about them;
3. look up any key words (from the list) that you don't understand, and write the definitions next to them; and
4. when thinking about this value, keep the following questions in mind:
 - a. For what careers might this value be important?
 - b. How well do you understand what it means?
 - c. How important is it to you, from what you understand of it?

During the discussion, you should make notes (on the summary sheet) on items which will help you understand the meanings of this value and decide on its importance to you. After the discussion, you should fill out the summary sheet in the spaces provided. (Your teacher will show you how.)

Keep the summary sheet for future reference.

Emotional Climate

How important to you are the following job characteristics? A work situation which

- A. is performed with relatively little pressure or few hassles. _____

- B. does not involve deadlines, production quotas, and other such pressures. _____

- C. takes place in a warm and friendly atmosphere. _____

- D. has a supervisor who is considerate. _____

- E. is defined well enough that you know what is expected of you when you are assigned tasks. _____

- RATING: 1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Job Pressure _____
Deadline _____
Production Quota _____
Job Atmosphere _____
Supervisor _____
Well-Defined Job _____
Emotional Climate _____

UNIT 28

The Value of Helping People On A Job

Attached to this instruction sheet you will find a summary sheet which describes this value, lists five statements about it, and leaves space for you to record what you think about them. It also has a list of the key words and phrases which you have to understand in order to do the Unit.

Your teacher will be leading a class discussion of this value. To get ready for this discussion, you should:

1. read this instruction sheet carefully;
2. read the five statements on the next page, and think about them;
3. look up any key words (from the list) that you don't understand, and write the definitions next to them; and
4. when thinking about this value, keep the following questions in mind:
 - a. For what careers might this value be important?
 - b. How well do you understand what it means?
 - c. How important is it to you, from what you understand of it?

During the discussion, you should make notes (on the summary sheet) on items which will help you understand the meanings of this value and decide on its importance to you. After the discussion, you should fill out the summary sheet in the spaces provided. (Your teacher will show you how.)

Keep the summary sheet for future reference.

Helping People

How important to you are the following job characteristics? A work situation which

- A. makes it possible for you to contribute to the economic welfare of others or do good things for others. _____

- B. requires you to be concerned with the thoughts and feelings of others. _____

- C. requires you to express openly your concern for others' problems. _____

- D. requires you to help other people solve their personal problems. _____

- E. makes it possible for you to contribute to the social welfare of others. _____

- RATING: 1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Contributing _____
Economic Welfare _____
Social Welfare _____
Personal Problems _____

UNIT 29

The Value of Recognition

Attached to this instruction sheet you will find a summary sheet which describes this value, lists five statements about it, and leaves space for you to record what you think about them. It also has a list of the key words and phrases which you have to understand in order to do the Unit.

Your teacher will be leading a class discussion of this value. To get ready for this discussion, you should:

1. read this instruction sheet carefully;
2. read the five statements on the next page, and think about them;
3. look up any key words (from the list) that you don't understand, and write the definitions next to them; and
4. when thinking about this value, keep the following questions in mind:
 - a. For what careers might this value be important?
 - b. How well do you understand what it means?
 - c. How important is it to you, from what you understand of it?

During the discussion, you should make notes (on the summary sheet) on items which will help you understand the meanings of this value and decide on its importance to you. After the discussion, you should fill out the summary sheet in the spaces provided. (Your teacher will show you how.)

Keep the summary sheet for future reference.

Recognition

How important to you are the following job characteristics? A work situation which

A. allows you to label your products or to claim authorship for your work.

B. frequently thrusts you into the spotlight. _____

C. requires you to be evaluated by your co-workers. _____

D. allows you to receive special awards for work well done. _____

E. allows the results of your work to become known to your co-workers.

- RATING: 1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Product _____

Label _____

Authorship _____

"Spotlight" _____

Evaluation _____

Awards _____

UNIT 30

The Value of Variety On A Job

Attached to this instruction sheet you will find a summary sheet which describes this value, lists five statements about it, and leaves space for you to record what you think about them. It also has a list of the key words and phrases which you have to understand in order to do the Unit.

Your teacher will be leading a class discussion of this value. To get ready for this discussion, you should:

1. read this instruction sheet carefully;
2. read the five statements on the next page, and think about them;
3. look up any key words (from the list) that you don't understand, and write the definitions next to them; and
4. when thinking about this value, keep the following questions in mind:
 - a. For what careers might this value be important?
 - b. How well do you understand what it means?
 - c. How important is it to you, from what you understand of it?

During the discussion, you should make notes (on the summary sheet) on items which will help you understand the meanings of this value and decide on its importance to you. After the discussion, you should fill out the summary sheet in the spaces provided. (Your teacher will show you how.)

Keep the summary sheet for future reference.

Variety

How important to you are the following job characteristics? A work situation which

- A. involves your reporting to different supervisors. _____

- B. involves you in different kinds of tasks from day to day or even from hour to hour. _____

- C. involves out-of-town travel for business reasons. _____

- D. involves visiting different offices or homes during the course of the day. _____

- E. involves dealing with different kinds of people from day to day. _____

- RATING: 1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Variety on the Job _____

Supervisor _____

Business Travel _____

UNIT 31

The Value of Creativity In A Job

Attached to this instruction sheet you will find a summary sheet which describes this value, lists five statements about it, and leaves space for you to record what you think about them. It also has a list of the key words and phrases which you have to understand in order to do the Unit.

Your teacher will be leading a class discussion of this value. To get ready for this discussion, you should:

1. read this instruction sheet carefully;
2. read the five statements on the next page, and think about them;
3. look up any key words (from the list) that you don't understand, and write the definitions next to them; and
4. when thinking about this value, keep the following questions in mind:
 - a. For what careers might this value be important?
 - b. How well do you understand what it means?
 - c. How important is it to you, from what you understand of it?

During the discussion, you should make notes (on the summary sheet) on items which will help you understand the meanings of this value and decide on its importance to you. After the discussion, you should fill out the summary sheet in the spaces provided. (Your teacher will show you how.)

Keep the summary sheet for future reference.

Creativity

How important to you are the following job characteristics? A work situation which

- A. allows you to invent or make original items or new products. _____

- B. allows you to develop new ideas and come up with suggestions to solve problems. _____

- C. lets you express yourself and demonstrate originality. _____

- D. allows you to use your imagination frequently. _____

- E. allows you to think up new ways of doing things. _____

- RATING: 1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Creativity on the Job _____

Inventing _____

Original Items _____

New Ideas _____

Expressing Yourself _____

Demonstrating Originality _____

Using Imagination _____

UNIT 32

The Value of Beauty To A Job

Attached to this instruction sheet you will find a summary sheet which describes this value, lists five statements about it, and leaves space for you to record what you think about them. It also has a list of the key words and phrases which you have to understand in order to do the Unit.

Your teacher will be leading a class discussion of this value. To get ready for this discussion, you should:

1. read this instruction sheet carefully;
2. read the five statements on the next page, and think about them;
3. look up any key words (from the list) that you don't understand, and write the definitions next to them; and
4. when thinking about this value, keep the following questions in mind:
 - a. For what careers might this value be important?
 - b. How well do you understand what it means?
 - c. How important is it to you, from what you understand of it?

During the discussion, you should make notes (on the summary sheet) on items which will help you understand the meanings of this value and decide on its importance to you. After the discussion, you should fill out the summary sheet in the spaces provided. (Your teacher will show you how.)

Keep the summary sheet for future reference.

Beauty

How important to you are the following job characteristics? A work situation which

- A. requires an appreciation for order, design, and harmony. _____

- B. makes it possible for you to make/write/do artistic things. _____

- C. takes a great care to make the general atmosphere of the workplace pleasing and appealing. _____

- D. involves making things that improve the appearance of the environment. _____

- E. requires you to work with people who have highly developed artistic appreciation. _____

- RATING: 1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Order _____
Design _____
Harmony _____
Artistic Activity _____
Artistic Appreciation _____
Aesthetic _____

UNIT 33

The Value of Living to Capacity

Attached to this instruction sheet you will find a summary sheet which describes this value, lists five statements about it, and leaves space for you to record what you think about them. It also has a list of the key words and phrases which you have to understand in order to do the Unit.

Your teacher will be leading a class discussion of this value. To get ready for this discussion, you should:

1. read this instruction sheet carefully;
2. read the five statements on the next page, and think about them;
3. look up any key words (from the list) that you don't understand, and write the definitions next to them; and
4. when thinking about this value, keep the following questions in mind:
 - a. For what careers might this value be important?
 - b. How well do you understand what it means?
 - c. How important is it to you, from what you understand of it?

During the discussion, you should make notes (on the summary sheet) on items which will help you understand the meanings of this value and decide on its importance to you. After the discussion, you should fill out the summary sheet in the spaces provided. (Your teacher will show you how.)

Keep the summary sheet for future reference.

Living To Capacity

How important to you are the following job characteristics? A work situation which

A. allows you to develop your personality and talents fully through the kind of work you do. _____

B. allows you to live your deepest beliefs and convictions on the job. _____

C. encourages you to pursue job enrichment programs, hobbies, and personal development programs. _____

D. enables you to complete job-related tasks that you regard as important. _____

E. enables you to work with people who enrich your life in many ways. _____

- RATING: 1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Capacity _____

Personality _____

Talent _____

Beliefs (Convictions) _____

Job Enrichment _____

Hobby _____

Personal Development _____

UNIT 34

The Value of Economic Security

In this Unit, in addition to this instruction sheet, you have several Group Activity Work Sheets and a Summary Sheet. Each work sheet has a topic related to this value, and each topic will be the subject of a group discussion.

The teacher will assign you to one of the groups and give you the instructions for the group discussion (how long you have to answer the questions, whether there is an appointed group leader or you have to select one, etc.).

Someone in your group will report to the total class on the answers which your group has come up with for your topic. Each other group will also report to the class on the other topics related to this value.

As you listen to all of the group reports, you can make notes on the work sheets for each topic. After you have heard the reports, made some notes, and thought about each topic, you will record your impressions on the Summary Sheet. After considering each of the topics, you can decide on how important this value is to you in choosing a career, and circle the number on your answer sheet which corresponds to your choice.

Keep this unit for future reference.

GROUP ACTIVITY WORK SHEET

Economic Security

Topic A: How important to you is a work situation which:

- (1) assures you a job even if times get bad?
- (2) is relatively free from layoffs or strikes?

In order to discuss this topic, you may need to consider the following questions:

- (1) What is a layoff? What are some reasons why people get laid off?
- (2) What is a strike? What are some reasons why people strike?
- (3) Which do you think most people would do--work at a lower paid job which is secure, or take a higher paid job knowing that they might be laid off?
- (4) Try to list some careers in which security is more important than pay? In which pay is the most important?
- (5) Are there other important considerations in selecting a job?

GROUP ACTIVITY WORK SHEET

Economic Security

Topic B: How important to you is a work situation which:

- (1) offers regular raises based on time you have worked for a company?
- (2) offers steady earnings, regardless of whether you are productive or unproductive?

In order to discuss this topic, you may need to consider the following questions:

- (1) What is the difference between a productive and a non-productive worker?
- (2) What is the difference between a regular (based on time) raise and a merit raise (based on production)?
- (3) Which do you think more people would do--want regular raises based on time or raises based on production?
- (4) Can you list some careers in which regular raises are more important than raises based on production? Some careers in which production is more important in getting raises?

GROUP ACTIVITY WORK SHEET

Economic Security

Topic C: How important to you is a work situation which provides you with a guaranteed income to live on after retirement?

In order to discuss this topic, you may need to consider the following questions:

- (1) What does retirement mean?
- (2) What is social security?
- (3) What is a pension plan? How is it different from social security?
- (4) Can you name some careers which offer good retirement plans? Some which do not offer pension or retirement plans?
- (5) How important is the retirement plan in selecting a job? At what age should someone worry about retirement in making a career decision?

Economic Security

How important to you are the following job characteristics? A work situation which

- A. assures you a job even if times get bad. _____

- B. is relatively free from layoffs and/or strikes. _____

- C. offers regular raises based on time you have worked for the company. _____

- D. provides you with a guaranteed income to live on after retirement. _____

- E. offers steady earnings, regardless of whether you are productive or un-productive. _____

- RATING: 1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Layoff _____

Strike _____

Security_____

Raise_____

Earnings_____

Productive_____

Merit_____

Social Security_____

UNIT 35

Finding A Job

This unit has two exercises. In the first, you will learn 11 things that sometimes have to be done to get a job, and look at five jobs to see how many are required for each. In the second exercise, you will learn eight ways people find out about jobs, and look at the five jobs again to see which ways you would most likely find out about each one.

Checklists for the two exercises are on the next two pages. They will be filled out during class discussions.

Exercise 1: First, let's see what you may have to do to apply for each of several kinds of jobs. Your teacher will list five jobs; copy them down in the five numbered columns at the right. Then, from the discussion, put checkmarks in the boxes under each as you discover whether it is required. This will make a handy checklist for later use; you may want to keep it.

Job Title	THE JOB REQUIRES				
	1	2	3	4	5
1. A resume					
2. A formal written application					
3. A physical examination					
4. A security clearance					
5. An interview					
6. Letters of reference					
7. A high school/college transcript					
8. Other special application requirements					
9. Taking a test					
10. A license					
11. Bonding					
LIST:					

Exercise 2: Listed below are eight ways that people find out about job openings. Usually, different kinds of jobs are found out about in different ways. Your teacher will list five jobs; copy them down as you did before. Then from the discussion, put checkmarks in the boxes under each as you discover how it is most likely to become known. This will also make a handy checklist which you may want to keep.

	Job Title	1	2	3	4	5
WAYS OF FINDING OUT ABOUT THE JOB						
1.	From my high school college placement office					
2.	From a newspaper					
3.	From a friend in the company					
4.	From the state employment office					
5.	From an employment agency					
6.	From a magazine or journal ad					
7.	From a Personnel Office memo or visit to a Personnel Office					
8.	Other information sources List:					

UNIT 36

Training and Education

To find a job and keep it, you must be able to perform the duties of that job with some degree of competence. How do you learn to perform tasks? One way is through training. When you receive training for a particular job, you learn those special skills necessary for performing that job.

There are two types of training. One type is necessary before applying for a job. Barbers, TV repairmen, and welders, for example, often must complete training programs before actually beginning their practice. The second type is on-the-job training for the employees. For instance, telephone operators, restaurant managers, and salesmen may receive their training by actually practicing their jobs under controlled conditions. Some jobs, however, may combine both previous training and on-the-job training. For example, ministers, company executives, and commercial pilots ordinarily receive both formal training and on-the-job training.

Another way of learning to perform these tasks for some jobs is through education. Education is the formal schooling (high school diploma, Bachelor's degree, Master's degree, Doctorate) required by some jobs.

In preparing yourself for occupations, it is important that you consider the amount of training and/or education which an occupation requires before you can get into it.

This unit identifies six questions which you need to answer about a job, and a seventh to answer about yourself in connection with a job. Your teacher will decide how to use these--in class, as individual research projects interviewing someone you know about their job, etc.

General Education Requirements

1. Education level required to perform the job (for example, high school diploma, associate degree, bachelor's master's or doctorate):

-
2. Five school courses necessary for this occupation:
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____

3. Closest school or college where you could take these courses: _____

Special Preparation Required

Fill in the blanks below which relate to specialized preparation requirements of the occupation you are exploring.

4. Specialized preparation required for the occupation: _____

5. Three best places to get this specialized preparation:

1. _____ 3. _____
2. _____

6. Apprenticeship or on-the-job training (OJT) available in the area:

A Look At Yourself

7. If you wanted to get the training and education needed for this job, do you feel you have enough . . .

	<u>Yes</u>	<u>No</u>
1. general learning ability?	_____	_____
2. interest in courses required?	_____	_____
3. general academic background?	_____	_____
4. financial resources?	_____	_____

UNIT 37

Studying A Job in Terms of the Future

Working by Studs Terkel and Future Shock by Alvin Toffler are examples of two books dealing with the need for workers to be flexible in the types of jobs they choose. During the last 10 years there have been many other books and articles concerned with the same thing. Why? Because jobs that a decade ago were performed by people have now been taken over by machines. In addition, some jobs have been phased out because our nation's priorities have changed. For example, due to the phasing down of our moon-space program, thousands of aeronautical engineers who worked on the NASA space program have been retrained for jobs dealing with environmental protection and other ecological concerns. It is quite likely that within the next 10 years energy research (fission reactors, solar power, and coal/gas conversion) and urban/transportation research will become more important as sources of employment.

All of this is intended to alert you to the impact that trends in the labor market will have on your career. When we talk about the labor market, we are discussing two elements--supply and demand. Supply means the number of qualified workers for the various occupations, and demand is the need by business, industry, government, etc., for workers. If there is a high demand for upholsterers and you are a skilled upholsterer, you will have little trouble finding a job. If there is not a demand for upholsterers, you will probably not find a job easily. But if you can also repair TV sets or sell insurance and the labor market is favorable for one of those jobs, then your flexibility will probably help you through any ups and downs in the labor market.

You can see how important it is to build some flexibility and mobility into your career planning and your jobs to assure yourself continuous employment after graduation. The following exercises will help you in gathering data about the mobility and flexibility of someone in your community whom you will interview. Your teacher will help you select a person (perhaps a parent, relative, or neighbor who works in a type of job you think you might be interested in. In the exercises that follow, we will call that person your "contact person."

Exercise 1: Write down your own ideas about what "mobility and flexibility" mean in terms of work.

Exercise 2: Fill in the answers to the questions below.

1. With his/her present skills, training, and education, what other occupations could your contact person pursue?

2. Can you and your contact person foresee a time when his/her present occupation will be phased out, or demand more training and/or education? Explain your answer.

3. In preparing for your contact person's job, for what other present or future occupations would you also be preparing?

4. Compared to your contact person's training and/or education, how would you alter your preparation for his/her job to make yourself eligible for the other present and future jobs you mentioned in the last question?

UNIT 38

Work Benefits

Work benefits refer to the types of rewards, usually monetary, offered by or associated with a particular work activity. Some businesses offer many work benefits; others may offer no such incentives. Work benefits tend to become more important to individuals as they grow older, have families to support, and are thinking about working at a specific job for an extended period of time. Listed below are a few examples or categories of work benefits.

- A salary with an annual guaranteed "cost of living" raise.
- Automatic salary increases based on time spent with the company.
- Paid sick leave.
- Paid annual leave (vacation time).
- Annual leave which increases over time spent with the company.
- Car furnished by the company.
- Free life and health insurance.
- An expense account.
- A good pension and retirement plan.
- A chance to purchase stock in the company, through a withholding plan for employees.

Exercise 1: From the list above (or others if you can think of any), list five benefits that seem important to you, and write down why you feel that they are.

Benefit

Importance to Me

1. _____

2. _____

3. _____
4. _____
5. _____

Exercise 2: From class discussion, list five other benefits that are important to people in the class and why.

Benefit

Importance

1. _____
2. _____
3. _____
4. _____
5. _____

Exercise 3: Show your list to a parent, friend or neighbor who works in a field you think you might like. List them below and circle whether or not they are present.

<u>Work Benefit</u>		<u>Present or Not Offered</u>	
1.	_____	Present	Not Offered
2.	_____	Present	Not Offered
3.	_____	Present	Not Offered
4.	_____	Present	Not Offered
5.	_____	Present	Not Offered

Exercise 4: If the benefits you consider important are not offered by the job of the person you interviewed, would you still consider this type of work activity when planning a career? Why or why not? Write your answers in the space below.

UNIT 39

Finding Out About Labor Unions

Because labor unions are so much a part of the American labor market, they have a vital role in shaping our (and the world's) economy. Unions are a controversial subject to many people because organized labor today has as much power as big business. Members of labor unions tend to be very "pro" union activities; people who do not belong to unions but who have to deal with the consequences of labor negotiations and strikes tend to view unions more negatively.

Whether or not your career will eventually lead you into joining a union, you will encounter and be affected by union activities throughout your life. Therefore, it is important for you to know certain basic facts about unions. The exercises in this activity are designed to help you find out these facts. If you would like to find out more, a list of references, intended as suggested readings, may be found at the end of this unit.

Exercise 1: This exercise presents a brief history of the labor movement in the United States.

In Medieval Europe, skilled craftsmen belonged to organizations called "guilds." Simply defined, guilds were groups of workers having the same craft or skill who banded together and set standards for the quality of the crafts their members produced. In addition, these guilds set wage and price standards for their goods and established a ranking system (apprentice, journeyman, master) which was used to classify the status of individual craftsmen. Beginners entered at "apprentice" level and worked towards becoming a journeyman, and eventually, a master.

While medieval guilds no longer exist, remnants of this system (some of its language, for example) can still be found in today's labor unions. However, labor unions as they presently exist in the U. S. really have their roots in the American Industrial Revolution. In order to understand how unions came to be as powerful as big business, it is first necessary to understand how and why they came into being.

The first exercise in this activity is designed to help you find out something about the history of the labor movement in the U. S. Listed below are 10 topics dealing with various aspects of the early labor movement (working conditions, legislation, key individuals, etc.). You should read all 10 topics, and select one or more of interest to you. Then, locating the list of references at the end of this unit, or using others of your own choosing, read about the one or more topics you have selected. When you have finished this research, you should use the topic and its questions to write an essay on the subject you selected. You will need to work out the details of this assignment with your teacher.

Topics

1. In 1776 a man named Adam Smith wrote a book called The Wealth of Nations. It said, "The people of the same trade seldom meet together but the conversation ends in a conspiracy against the public." Adam Smith was a British economist who was writing about the change he was observing in his lifetime caused by modern technology and machinery. In fact, the change was so far-reaching that historians refer to this period in time as "The Industrial Revolution."

Question: Why do you think something called the "Industrial Revolution" would lead to the formation of the modern labor movement, and why should it be of such concern to men like Adam Smith?

2. "In the present arrangements of labor and capital, the condition of the employee is simply that of wage slavery -- capital dictating, labor submitting; capital superior, labor inferior. This is an artificial and man-created condition, not God's arrangement and order; for it degrades man and ennobles mere worldly gain Living by and on the labor of others is dishonest, and should be branded as such. Labor and capital should treat each other as equals."

Question: Above are the words of Uriah Stephens, spoken in 1871 to the members of an organization called "The Knights of Labor." Who was this man and what was this organization? What do you think would cause him to use such words, and why do we not hear of the Knights of Labor today?

3. In the 1820's a Frenchman by the name of Michael Chevalier visited a manufacturing site in Lowell, Massachusetts, to compare it to factories and industrial cities in his own country. In his written description of this visit, he said, "Lowell is not amusing, but it is neat and decent, peaceable and sage. Will it always be so? Will it be so long? It would be rash to affirm it. Up to now the life of manufacturing has elsewhere proved little favorable to the preservation of severe morals. So it has been in France, as well as in England, Germany, and Switzerland"

Question: What do you think there was about Lowell's organization that would cause the Frenchman to talk about the "Preservation of severe morals," and do you suppose his prediction that the Lowell society would not last was correct?

4. The following testimony was taken from a Mule-Skinner and describes what his living conditions were as a factory employee.

Q. What is your business?

A. I am a mule-skinner by trade. I have worked at it since I have been in this country -- 11 years.

Q. Are you a married man?

A. Yes, sir; I am a married man; have a wife and two children. I am not very well educated. I went to work when I was young, and have been working ever since in the cotton business; went to work when I was about eight or nine years old. I was going to state how I live. My children get along very well in summer-time, on account of not having to buy fuel or shoes or one thing and another. I earn \$1.50 a day and can't afford to pay a very big house rent. I pay \$1.50 a week for rent, which comes to about \$6 a month

Q. Do you have work right along?

A. No, sir, since that strike we had down in Fall River about three years ago I have not worked much more than half the time, and that has brought my circumstances down very much And another thing that helped to keep me down: A year ago this month I buried the oldest boy we had, and that brings things very expensive on a poor man. For instance, it will cost there, to bury a body, about \$100 Doctor's bills are very heavy -- about \$2 a visit; and if a doctor comes once a day for two or three weeks, it is quite a pile for a poor man to pay.

Q. They charge you as much as they charge people of more means?

A. They charge as much as if I was the richest man in the city, except that some of them might be generous once in a while and put it down a little in the end "

Question: What do you suppose a "mule-skinner" was? Do you think that many people lived like this man? How do you think labor unions relate to the issue of poor living conditions such as this man described?

5. In 1980 a coal miner wrote about his job and life in a magazine called the Independent. His account began:

"I am 35 years old, married, the father of four children, and have lived in the coal region all my life. Twenty-three of these years have been spent working in and around the mines. My father was a miner. He died ten years ago from 'miner's' asthma."

Three of my brothers are miners; none of us had any opportunities to acquire an education. We were sent to school (such a school as there was . . .) until we were about 12 years of age, and then we were put into the screen room of a breaker to pick slate. From there we went inside the mines as driver boys. As we grew stronger we were taken on as laborers, where we served until able to call ourselves miners. We were given work in the breasts and gangways. There were five of us boys. One lies in the cemetery--50 tons of top rock dropped on him. He was killed three weeks after he got his job as a miner--a month before he was to be married.

Question: Do you think that miners had better or worse working conditions than factory workers? How do you think people went about trying to change these conditions, and how do you think mine owners responded?

6. In 1886 strikes in Chicago led to what is called the "Hay Market Riot," in which strikers and police alike were killed or injured. In 1892 strikers and guards fought a battle at Carnegie Steel Mills near Homestead, Pennsylvania, and ten people died. These are but two examples of many bloody encounters between workers wanting to organize and forces trying to prevent this.

Question: Why do you suppose the idea of workers organizing would cause such terrible violence? What were some of the conditions and events that led to such disputes as the Hay Market Riot?

7. In 1881 Samuel Gompers and other craft union leaders left the Knights of Labor and formed an organization called the Federation of Organized Trades and Labor Unions, later reorganized as the American Federation of Labor.

Question: Who was Samuel Gompers, and why would leaders of certain types of unions feel the need to leave the powerful Knights of Labor to form their own organization?

8. In 1890, Congress, reacting to the American public's increasing suspicions of big business, passed the Sherman Antitrust Act. The purpose of this act, in theory, was to regulate the great business trusts and monopolies. Even though its passage had been advocated by labor leaders, once the law was put in force, it was in fact used as much against labor unions as it was directed against big business.

Question: What were the conditions of the Sherman Antitrust Act that would allow such a turn-around to occur? Was anything done to change the Sherman Act?

9. John L. Lewis is a historical union "giant" who headed not only the United Mine Workers of America, but also the Congress of Industrial Organizations (CIO). John L. Lewis was an extremely controversial figure, as loved by his miners as he was hated by other interests in the nation.

Question: How did this man achieve fame and power, and what is his main contribution to unions?

10. As late as 1937 workers were still fighting for the right to organize within a specific industry or factory. One of the last hold-outs was Henry Ford, owner and President of the Ford Motor Company, who would not agree to allow his workers to organize. His resistance to organization eventually led to the "Battle of Overpass" in 1937.

Question: Why did Henry Ford not want his workers to organize? What were some of the tactics Henry used to keep his workers from organizing? What was the Battle of Overpass, and what, if anything, did it resolve?

Exercise 2: There are various terms associated with unions. "Walk-out," "wildcat strike," "federal mediation" are but a few of the terms that pop up when issues related to unions make the news.

On the following pages, grouped into categories, are frequently used union terms. You should define each term correctly, and then write one or more paragraphs for each group which describes a union of your choice. (You can use the same union for all the activities.) Make sure you include each term in that group and show how the terms relate to each other. Write your definitions and paragraphs in the spaces provided, and show the finished exercise to your teacher so he/she can tell you whether you've used the terms correctly.

1. (a) Define these terms associated with union personnel and career entry:

Apprentice Program _____

Business Agent _____

Foreman _____

Hiring Hall _____

Journeyman _____

President, Union Local _____

Shop Steward _____

1. (b) Choose a type of union that interests you, and then write one or more paragraphs describing it. Use the terms in "1.(a)" associated with union personnel and career entry.

2. (a) Define these terms associated with legal issues and labor unions:

Arbitration_____

Fair Employment Practices_____

Labor-Management Relations Act (1947)_____

Minimum Wage_____

National Labor Relations Board_____

Right to Work Laws_____

2. (b) Choose a type of union that interests you, and then write one or more paragraphs describing it. Use the terms in "2.(a)" associated with legal issues and labor unions.

3. (a) Define these terms which are associated with business when dealing with labor:

Black List _____

Lock Out _____

Open Shop _____

Yellow Dog Contract _____

3. (b) Choose a type of union that interests you, and then write one or more paragraphs describing it. Use the terms in "3.(a)" which are associated with business when dealing with labor.

3. (b)

4. (a) Define these terms which are associated with labor when dealing with business:

Boycott

Closed Shop

Picket Line

Strike

Sympathy Strike

Union Label

Union Shop

Wildcatters

4. (a) Work Slow Down _____
- _____
4. (b) Choose a type of union that interests you, and then write one or more paragraphs describing it. Use the terms in "4.(a)" which are associated with labor when dealing with business.
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Exercise 3: The strike is a union's most powerful weapon when negotiating a new contract or protesting an employer act or working condition. Simply defined, a strike is an organized work stoppage by a group of workers who want to force the employer to meet their demands. What makes the strike such a powerful weapon is not only the financial loss incurred by the specific employer/organization being struck, but also the fact that one striking group can affect the functioning of the entire economy. For example, when steel workers go on strike, all other industries and businesses which depend on steel for the production and distribution and sales of their goods are affected. In 1966, striking airline machinists (IAM) tied up air traffic for the entire nation.

Needless to say, the right to strike is a very controversial issue to many people. Union members consider the strike as a "sacred right" and will honor the picket lines of other strikers. Because strikes can tie up the economy so drastically, "innocent" individuals affected by a strike tend to become angry. Examples might be the business person who loses out on an important long distance call because the Communication Workers of America (CWA) are striking Bell System, or the individual who has to cancel or reschedule an important trip because the airline machinists are on strike. For some time, debate has continued over whether or not people holding "critical" jobs have the right to strike. For example, do doctors, police, and fire forces really have the right to strike if a city's health or safety depends on them?

This exercise is designed for you to state your opinion on which groups do and do not have the right to strike.

The broken line below represents a continuum, ranging from an absolute right to strike, at one end, to no strike rights at all, at the other end. Below this continuum line is a list of occupations. Indicate your opinion of each occupation's right to strike, by putting the number of the opinion at a point on the line where you think it fits.

Absolute Right To Strike  No Right To Strike

1. School teachers
2. Policemen
3. Workers in a chemical factory
4. Coal miners
5. Automobile mechanics
6. Doctors
7. Professional athletes
8. News reporters
9. Soldiers
10. City bus drivers

Based on your opinions marked on the continuum, fill in the answers to these questions:

1. I felt the following groups had an absolute right to strike because (list reasons and groups):

2. I felt the following groups had absolutely no right to strike because (list reasons and groups):

3. I felt the following groups had the right to strike under certain conditions which are (list conditions and groups):

[illegible]

Be prepared to discuss your ratings in class, in order to determine how and why other students would have ranked the groups. When you have finished, fill out the questions below:

1. After my discussion with them, I found out that

_____ Their rankings were the same as mine.

_____ Their rankings were different from mine, but our discussion did not cause me to change my rankings.

_____ Their rankings were different and, based on the discussion we had, I changed my initial rankings.

2. If you checked the last response, explain which rankings changed and why.

Exercise 4: There are several different types of unions and union organizations.

Types of Unions

The term union is applied to many types of collective organizations. Listed below are the four major types of labor unions. Beside each term, write a definition for that type of union and explain how it is different from the other three.

1. Industrial union _____

2. Trade or craft union _____

3. Independent union _____

4. Company union _____

Union Organization

Unions are organized on three different levels: the local chapter, the national union, and the federation. In the space below, briefly define and describe each one, including their separate functions and goals:

1. Local chapter _____

2. National union organization _____

3. The union federation _____

Affiliation

With a few exceptions, most major unions in the U.S. are affiliated with the American Federation of Labor and Congress of Industrial Organizations (AFL-CIO). By using research materials suggested in the reference list, or by calling or writing to the state chapter of the AFL-CIO, find out the answers to the two questions below, and write your answers in the space provided. Make sure you use complete sentences.

1. Describe the main duties and goals of the state AFL-CIO. _____



2. Describe the main duties and goals of the national AFL-CIO. _____

Independent Unions

Using the resources, find out the names of four major labor unions that exist nationally, but are not affiliated with AFL-CIO. Write the names of the unions in the space below, and then fill out the second item which asks you to list as many advantages of independence vs. affiliation as you can think of.

1. Four major independent unions:

- (1) _____
- (2) _____
- (3) _____
- (4) _____

2. Advantages of Affiliation
with AFL-CIO

vs.

Advantages of Independence

_____		_____
_____		_____
_____		_____
_____		_____

2. Advantages of Affiliation with AFL-CIO

vs.

Advantages of Independence

Blank lined paper with horizontal ruling lines and shaded rectangular areas for writing.

REFERENCES FOR FINDING OUT ABOUT LABOR UNIONS

1. Bragdon, Henry W., et al. History of a Free People. Toronto: Macmillan, 1969.
2. Broehl, Wayne G., Jr. Molly Maguires. Cambridge, Massachusetts: Harvard University Press, 1964.
3. Caudill, Harry M. Night Comes to the Cumberlands. Boston: Little Brown, 1963.
4. Fenton, Edwin, ed. A New History of the United States. New York: Holt, Rinehart, and Winston, 1969.
5. James, Clifford L. Principles of Economics. New York: Barnes Noble, 1956.
6. "Labor Unions." Eye Gate Filmstrip, 1969.
7. Lee, Howard B. Bloodletting in Appalachia. Parsons, West Virginia: McClain, 1969.
8. Marx, Herbert C., Jr., ed. American Labor Today. New York: H. W. Wilson, 1965.
9. Paradis, Adrian A. Labor in Action: The Story of the American Labor Movement. New York: Julian Messner, 1963.
10. Pearson, Craig et al, (ed.), The Rise of Organized Labor. (An outcome of the Harvard Social Studies Project under the direction of Donald W. Oliver and Fred M. Newman.) Columbus: Xerox Education Corporation, 1972.
11. "Political Justice: The Haymarket Three." Columbus: Xerox Education Corporation, 1972.
12. "The Progressive Era." Columbus: Xerox Education Corporation, 1971.
13. Weller, Jack E. Yesterday's People. Lexington: University Press of Kentucky, 1965.
14. Zagaria, Sam, ed. Public Workers and Public Unions. Englewood Cliffs, New Jersey: Prentice-Hall, 1972.